

Transition Services

Beliefs

INTENT

- The primary intent of the requirements for including and addressing transition services through the IEP process is to improve the quality of life of young adults with disabilities.
- Transition service recognizes that education can improve the post-school outcomes of students with disabilities as well as, do a better job of preparing students and families for the challenges and complexities of the adult world and service provider systems.

IEP and Long Range Planning

- The IEP is the vision of the student/parent.
- Transition service recognizes that educational planning goes beyond 12 months.
- A statement of needed transition services is not meant to be separate from the IEP but rather the basis for an individualized long range plan and a one year individualized education program both of which are a blueprint for the student's future.
- Much of the difficulty in trying to infuse transition service requirements into the IEP stems from educators attempting to develop strictly a one year plan (i.e. IEP) without taking the time or having a perspective of a long range plan.
- The IEP planning process includes discussion and selection of appropriate strategies for instruction, community experiences, employment and adult living.
- The IEP process promotes student empowerment which enhances self-determination within the IEP process.
- Student self-evaluation is part of assessment and planning.
- REALISTIC choices come from opportunities for realistic EXPERIENCES.
- Transition is the *Journey*, not the *Destination*.
- Administrators, teachers, policy makers understand that FORM follows PROCESS.

Collaboration

- Planning for transition services requires communication, collaboration, and coordination among families, students, schools, agencies, providers and communities.
- Transition service language in IDEA presumes a willingness and attitude on the part of families, students, schools, agencies, providers, and communities to come together, communicate, coordinate, plan, and make decisions, as well as, share responsibilities and resources based upon what is needed by and in the best interest of each student.
- No one single entity (schools, agencies, service providers) can by themselves, plan for, prepare, nor provide everything that will prepare students to live and fully take part in the adult world.
- It is difficult, if not impossible, to legislate or mandate communication, coordination and cooperation.
- The success of planning for transition services depends on the willingness and effectiveness with which students, families, educators, agencies, providers and others are able to plan for and achieve the students' vision for their future.